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No. 11

NATIONALITY and AGE-GRADE SURVEYS

PUBLIC SCHOOLS OF NEWARK, N. J.

N. J. REFERENCE DIVISION - LD

Nationality and Age-Grade
Surveys
in the
Public Schools
of
Newark, N. J.



BOARD OF EDUCATION
Newark, New Jersey
June, 1923

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Foreword

These are the first surveys in Nationality and Age-Grade made of all the pupils in the Newark schools.

These surveys were made April 15, 1922 under the direction of Mr. Elmer K. Sexton, Assistant Superintendent, in charge of the Department of Reference and Research.

Newark is a foreign city. But 29.21 per cent of her pupils are of American white parents. The problems presented in our schools are different and more difficult than those of ten or twenty years ago. With the view of realizing fully the conditions confronting us, this Nationality Survey was made.

The Age-Grade Survey is an accounting of retardation and acceleration which in great measure indicates the efficiency of our schools. Here, too, nationality plays a very important part—far greater than is generally realized, yet the facts must be known in order that, if possible, necessary changes may be made to remedy any lack of proper method or treatment.

From these surveys and those in Reading (Monograph 10), Spelling (Monograph 7), and Arithmetic (Monograph 3), it is clear how nationality affects the development of power in academic subjects.

The information, presented by all these surveys is of great value, and will necessarily cause a change in the aim and the methods of educating the youth of Newark.

David B. Corson,
Superintendent of Schools

Report of Nationality and Age-Grade Surveys

On April 15, 1922, nationality and age-grade censuses were taken in the schools of Newark, for the purpose of determining the different nationalities represented, and the ages of the pupils in the different grades in each school, and of attempting to correlate the nationality of the children, their age at grade, and the results obtained in the surveys given during the past few years in penmanship, arithmetic, spelling, and reading.

A complete survey of the nationalities enrolled in our day schools had not been attempted until this time, although partial surveys had been made by individual principals and by different organizations. A survey of the nationalities represented in the evening schools was made a number of years ago for the Department of the Interior, Washington, but the day schools were not included.

An age-grade census, however, is not a new thing as the enrollment by grades and by ages is reported at the close of each year. The figures obtained in this survey, however, are in much greater detail than those submitted annually.

Tabulations of the statistics of nationality and age-grade were made of all pupils in each school and these were forwarded to the Department of Reference and Research, where general summaries for the city were made.

A report of the findings of these surveys and the deductions made therefrom, is presented, together with suggestions for the adaptation of our course of study and the method of instruction to the needs of pupils of foreign birth or foreign parentage.

Nationality Survey

It is said truly that the people of the United States are a transplanted people. Many of the present population were born in Europe, more are children of European parents who have migrated to America, and nearly all are descended from ancestors who, three centuries and less ago, were dwelling in the Old World. Some, indeed, of the citizens of this country are descended from the red man, the "original" inhabitant

of the country, but only a comparatively small number. These original inhabitants have contributed the least to the present development and prosperity of America. It is to Europe that we must look for the characteristics of the people who settled and built up the wilderness; and, for the characteristics of those who are still coming to dwell in our midst, especially along the eastern coast.

Some one has called America of the twentieth century the "melting pot", in which all the races of the earth and all sorts and conditions of people are welded together in one nation. Although the immigrants during the colonial period were mainly from the British Islands, America was even then a melting pot. Nearly all religious sects were represented, and with the English, Irish, and Scotch were mingled Dutch, French, Swedes, and Germans. The majority of those who came brought no riches with them—only stout hearts and willingness to labor wherever they could find an opportunity.—*From History of American People, Beard and Bagley.*

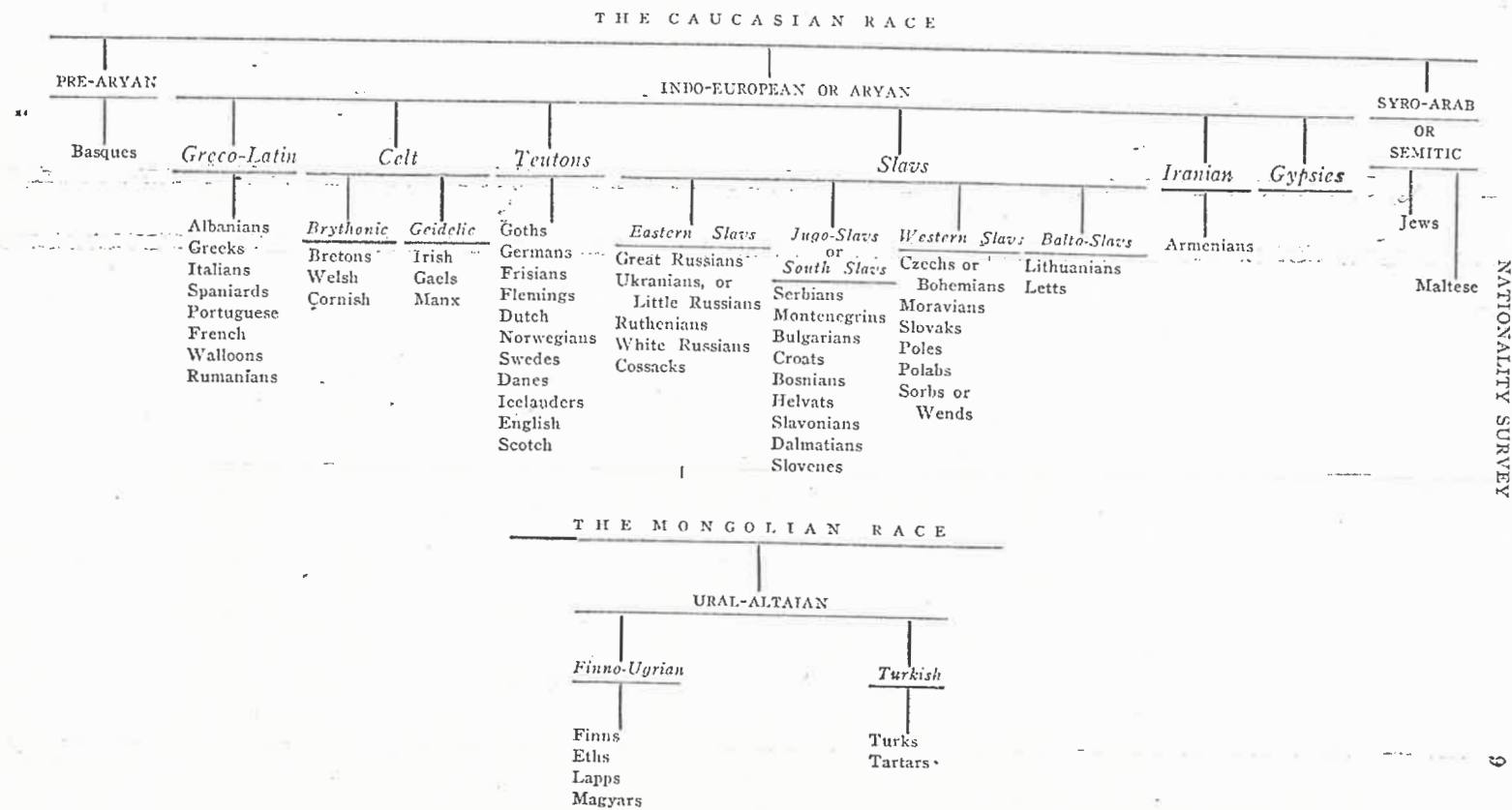
Although Newark was settled in 1666, few people of other nationalities than English and their descendants settled here until the immigrants from Ireland came in the eighteenth century, followed by the Germans in the eighteenth-thirties and forties. Since that time, people have come to Newark from practically every country in Europe, and from some in Asia and Africa.

Inasmuch, however, as most of the immigrants who arrive at ports on the eastern coast of this country, including of course those settling in Newark, come from Europe, a brief study of the characteristics and relationship of these peoples is important. A table, which appeared as part of an article on "The Races of Europe" by Dr. Edwin A. Grosvenor in the December 1918 number of the National Geographic Magazine, shows the relationship between the peoples of the various nationalities (See *Table I*).

From this table it will be seen that the racial groups which have contributed to American growth are the Teutonic, the Greco-Latin, the Celtic, and the Slavic. The most important of these groups in the colonial period were the Teutonic and the Greco-Latin, represented by England and Holland, and by Spain and France respectively. Of the people who came to the United States up to 1790, eighty-two per cent were from England. The people of northern Europe,—those from Great Britain, Germany, and Scandinavia,—constituted the greater part of the immigration. But since that time the "new" immigration has come largely from southern Europe,—from Italy, from the Balkan countries, and from Russia.

The early immigrants settled in the country and developed the farm. There was no opportunity nor inclination

Table I
Races of Europe



to colonize. With the growth of urban population came colonization to such an extent that it has become a menace to American institutions and customs. The gathering together of large numbers in immigrant colonies, retards the children under its influence and makes a very difficult school problem.

It is practically impossible to surmount all the difficulties which are placed in the way of the children of foreign parents who refuse or are unable to adopt the language and customs of the country where they expect to remain. Two languages may be very valuable, but the one most proficiently used should be the language of the country in which one lives. It is the language in which one must converse and read; in which one must think; in which one must continue to be educated.

In examining the results of the various schools, it must be understood that some schools will take longer to reach a certain degree of proficiency than others.

A sympathetic understanding of the difference in the conditions under which these new comers lived in the old country and those of their new environment, is what is most needed in the solving of the numerous problems arising from our heterogeneous population, especially those relating to the training of the children enrolled in our schools.

The European races are not pure unmixed races. It is probable that such a thing as an unmixed race does not exist. America is not alone in being a "melting pot". Europe, since the barbaric invasions, if not before, has had many and diverse races within its confines, and there are many borderline areas where it is almost impossible to distinguish between nationalities, because all of the racial characteristics have become blended, confused, or lost entirely.

Dr. Grosvenor says, "To the eye of modern scholarship, *language* forms the basis of ethnic distinction. Language is not an infallible guide. Sometimes it appears unsatisfactory and perhaps misleading. Sometimes it involves difficulties and seems to arrive at contradictions. But there is no other test that rivals it in comprehensive accuracy. Unsatisfactory though the guide may sometimes be, it is far more satisfactory than any other we possess."

Recognizing the truth of the above statement, we obtained from the pupils the language spoken by the mother at home most of the time, as well as the birthplace of the pupil, and the birthplace of the pupil's father and mother. The grouping of the nationalities in the tables of this report was based largely on Dr. Grosvenor's classification. (See *Table I*.)

Table II gives a summary of the nationalities of pupils enrolled in the public schools, and the birthplace of their parents.

Table II
Nationalities Enrolled in the Newark Schools

Name of country	Number of pupils who were born in	Number of pupils whose fathers were born in	Number of pupils whose mothers were born in
United States (white)	63,832	20,898	23,414
United States (colored)	3,202	3,163	3,150
Greece	71	297	287
Albania		6	5
Italy	1,613	19,817	18,521
Spanish Countries (Including Spain, South America, Cuba, Mexico, and Porto Rico)	56	79	90
Portuguese Countries (Including Portugal and Brazil)	19	35	34
France and the French portion of Belgium	36	202	191
Rumania	45	706	634
Scandinavia (Including Norway, Sweden, Denmark, and Iceland)	18	344	311
Holland and Flanders	15	86	71
Germany	120	2,767	2,397
Austria	281	4,504	4,406
British Isles (Including also Canada and Australia)	427	2,390	2,273
Russia (Including Central Russia, Northern Russia, Ukraine, Ruthenia, Lithuania, and Letts)	1,046	10,441	9,887
Western Slavic and Jugo-Slavic Countries (Including Poland, Czecho-Slovakia, Moravia, Croatia, Serbia, Montenegro, etc.)	545	4,267	4,272
Armenia and Syria	32	124	127
Hungary	115	1,234	1,309
Finland (Including Finns, Esths, and Lapps)	1	18	11
Turkey and Arabia	6	12	19
Other Asiatic Countries (Including China, Japan, India, Persia, and others not mentioned)	44	50	48
Switzerland	13	77	61
Unknown nationality of parents		20	19
Total	71,537	71,537	71,537

Summary

	Per cent of pupils whose fathers were born in
United States (white)	29.21
United States (colored)	4.42
Italy	27.7
Russia and other Slavic Countries	20.57
Germany, Austria, Great Britain and other Teutonic Countries	14.11
Others	3.99
Total	100.

Table III gives a summary of the languages spoken at home by the mothers of the pupils. It is this question of language upon which we must base much of our searching as to the cause for retardation and for low achievement scores of the foreign born element in our schools.

Table III
Languages Spoken at Home

Language .	Number of pupils whose mothers speak this language at home most of the time	Per cent of total school enrollment
English	38,495	53.81
Greek	252	.352
Albanian	16	.022
Italian	16,637	23.26
Spanish	65	.091
Portuguese	30	.042
French	52	.073
Rumanian	32	.045
Scandinavian Languages	70	.098
Dutch and Flemish	27	.038
German	1,566	2.19
Austrian	293	.41
Russian	1,936	2.703
Other Slavic Languages	2,993	4.18
Armenian and Syrian	96	.134
Hungarian	512	.715
Finnish	3	.004
Turkish and Arabian	3	.004
Other Asiatic Languages	31	.043
Hebrew and Jewish	8,423	11.78
Scotch	3	.004
Welsh	1	.001
Gaelic	1	.001
Total	71,537	100.

A summary of *Table III* shows the following languages predominating:

Language	Per cent
English	53.81
Italian	23.26
Hebrew or Jewish	11.78
Slavic Languages	6.88
German	2.19
Others	2.08
Total	100.00

From this summary it will be seen that only a little more than half of the pupils are accustomed to hearing the English language in their homes most of the time, while nearly a quarter of the pupils hear Italian.

The statistics given in *Table II* show that the number of pupils whose parents came from Italy is larger than any other immigrant group, and nearly equals the number of pupils whose parents were born in this country (not including colored pupils).

Chart I shows in graphic form the information given in the summary of *Table II*, and *Chart II* shows in like manner the data of *Table III*. From these charts the relation of the size of each group to the total enrollment and to each other is more clearly seen than in the tables which they represent. It will be observed from these graphs that but twenty-nine per cent of the pupils are of American born parentage, and fifty-four per cent come from homes where English is spoken, of whom thirty-six per cent may be counted as speaking good English (including twenty-nine per cent native born whites and seven per cent born in English-speaking countries), and eighteen per cent, many of whom probably speak imperfect English. It is undoubtedly true that lack of comprehension of the English language, as well as the racial characteristics peculiar to the different immigrant groups, causes much of the retardation and apparent lack of intelligence among the foreign born pupils.

The careful study of these groups with a view of modifying our treatment of them in order intelligently to meet their racial peculiarities and change their mode of thinking to the American viewpoint, and in order to adjust our classroom teaching to meet the condition presented by so great a number who do not understand much of the English they hear or read, becomes the great school problem.

We have made a great advance along the line of solving this problem. Never before have the teachers and supervisors so willingly, intelligently, and seriously attacked a task so difficult.

CHART I
NATIONALITY OF PUPILS,
BASED ON BIRTHPLACE OF FATHERS

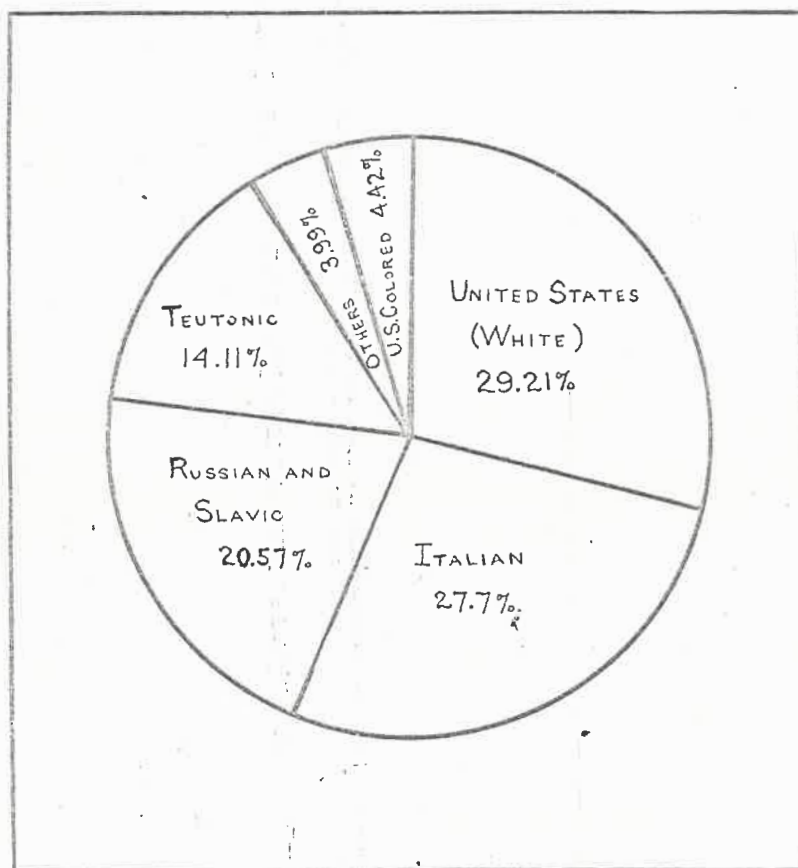


CHART II LANGUAGE SPOKEN AT HOME BY MOTHER MOST OF THE TIME

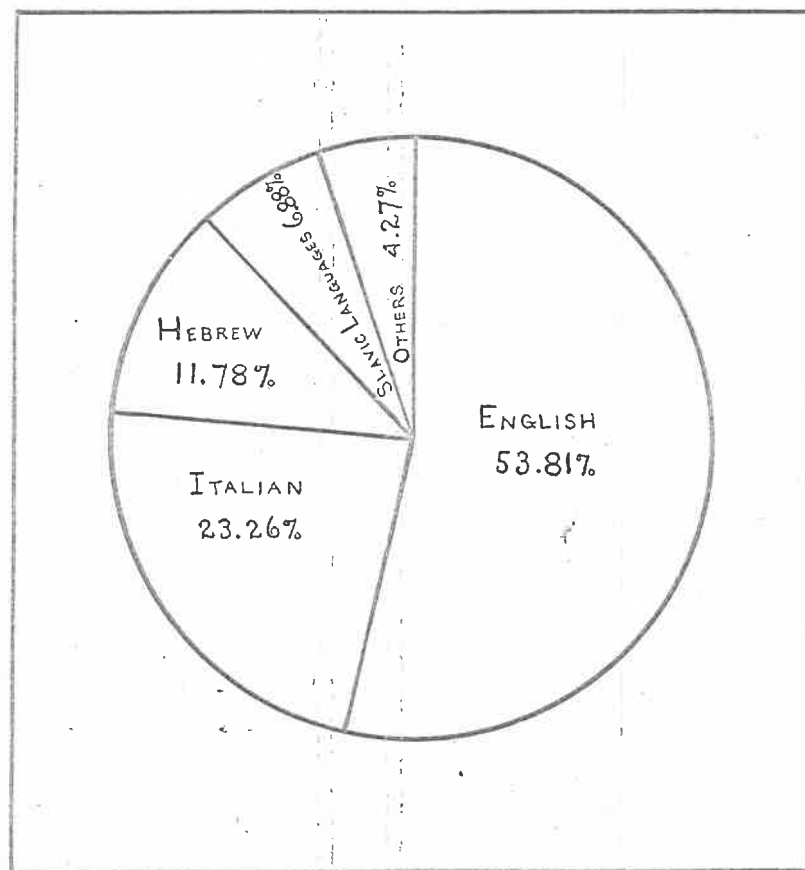


Table IV shows the nationalities of the pupils who are three or more years over-age for their grades, and the nationalities of the parents of these pupils.

Table IV
Nationalities of Pupils Three Years or More Over-Age

Name of country	Number of pupils who were born in	Number of pupils whose fathers were born in	Number of pupils whose mothers were born in
United States (white)	1,669	590	626
United States (colored)	413	413	412
Greece	21	25	28
Albania	0	0	0
Italy	310	920	897
Spanish Countries (Including Spain, South America, Cuba, Mexico, and Porto Rico)	11	9	13
Portuguese Countries (Including Portugal and Brazil)	4	6	3
France and the French portion of Belgium	4	8	10
Rumania	12	22	20
Scandinavia (Including Norway, Sweden, Denmark, and Iceland)	1	6	1
Holland and Flanders	1	3	2
Germany	9	81	75
Austria	41	119	114
British Isles (Including also Canada and Australia)	9	74	76
Russia (Including Central and Northern Russia, Ukraine, Ruthenia, Lithuania, and Letts)	171	251	246
Western Slavic and Jugo-Slavic Countries (Including Poland, Czechoslovakia, Moravia, Croatia, Serbia, Montenegro, etc.)	144	270	267
Armenia and Syria	6	12	10
Hungary	20	42	46
Turkey and Arabia	4	3	3
Other Asiatic Countries (Including China, Japan, India, Persia, and others not mentioned)	25	19	24
Switzerland	2	2	2
Unknown nationality of parents		20	19
Total	2,877	2,877	2,877

Table V shows the language spoken at home most of the time by the mothers of pupils who are three years or more over-age, the per cent of the total number of over-age pupils who hear this language at home, and the per cent of the total number who hear the language who are three years or more over-age.

Table V
Language Spoken at Home by Mothers of Pupils
Three Years or More Over-Age

Language	Number of pupils whose mothers speak this language most of the time	Per cent of total number over-age who hear this language at home	Per cent of total number hearing this language who are over-age
English	1,248	43.38	3.31
Greek	26	.91	10.31
Albanian	1	.03	6.25
Italian	887	30.83	5.44
Spanish	11	.38	17.46
Portuguese	6	.21	20.
French	4	.14	8.16
Rumanian	1	.03	3.13
Scandinavian	0		
Dutch	1	.03	3.7
German	57	1.98	3.72
Austrian	14	.49	4.86
Russian	39	1.36	2.07
Other Slavic Languages	175	6.09	5.95
Armenian and Syrian	10	.35	10.42
Hungarian	29	1.01	5.76
Finnish	0		
Turkish and Arabian		.03	33.33
Other Asiatic Languages	21	.73	67.74
Hebrew and Jewish	345	11.99	4.15
Scotch	1	.03	33.33
Total	2,877	100.	4.1

Table VI

Per Cent of Each Different Nationality Three Years or More Over-Age for the Grade

(Based on birthplace of father)

Name of country	Number of pupils who are three years or more over-age whose fathers were born in	Per cent of total number from these countries who are three years or more over-age
United States (white)	590	2.88
United States (colored)	413	13.27
Italy	920	4.74
Germany	81	3.
Austria	119	2.69
British Isles	74	3.19
Russia (Including Central and Northern Russia, Ukraine, Ruthenia, Lithuania, and Letts)	251	2.44
Western Slavic and Jugo-Slavic Countries (Including Poland, Czecho-Slovakia, Moravia, Croatia, Serbia, Montenegro, etc.)	270	6.44
Hungary	42	3.47
The pupils whose fathers came from each of the following countries constitute less than one per cent of the total enrollment, and therefore the percentage of over-ageness is not as conclusive as when the figures are larger:		
Greece	25	8.44
Spanish Countries	9	11.39
Portuguese Countries	6	17.64
France and the French portion of Belgium	8	4.1
Rumania	22	3.19
Scandinavia (Including Norway, Sweden, Denmark, and Iceland)	6	1.55
Holland and Flanders	3	3.53
Armenia and Syria	12	9.67
Turkey and Arabia	3	27.27
Other Asiatic Countries (Including China and Japan)	19	38.
Switzerland	2	2.66
Unknown nationality of parents	2	10.52
None of the pupils whose fathers came from Albania or Finland were three years or more over-age.		
Total	2,877	4.1

Table VI shows the per cent of each different nationality which is three or more years over-age for the grade based on the birthplace of the father. The greatest number of these over-age pupils have fathers who were born in Italy (920), although the highest per cent of the group who are over-age are the colored (13.27%). In this discussion, no consideration is given to those national groups which constitute less than one per cent of the total school enrollment, as the number is not sufficiently large for the percentage to be an accurate index of either retardation or intelligence, and the actual number of pupils is too small to affect greatly the work of the schools in which these pupils are enrolled, except in those cases where nearly the entire national group is enrolled in one school, as the Greeks in Warren Street or the Chinese in Chestnut Street.

Table VII shows the dominant nationalities based on the birthplace of the fathers in each of the schools of the city. From the table, it will be seen that the percentage of white pupils whose fathers were born in the United States is highest in thirty-six schools, in twenty it is second, in six third, and in four fourth. The percentage of Italians is first in twenty schools, second in fourteen, third in six, and fourth in one. The Russians occupy first place in seven schools, second in seventeen, third in nine, and fourth in four. The pupils whose parents came from the Western Slavic and Jugo-Slavic countries are first in number in three schools, second in two, third in four, and fourth in two. Many of the pupils in the last two groups are of the Hebrew race and not one of the Slavic races.

Table VII
Dominant Nationalities Based on Birthplace of Fathers

School	First place		Second place		Third place		Fourth place	
	Nationality	Per cent	Nationality	Per cent	Nationality	Per cent	Nationality	Per cent
Junior College	Russian	29.6	U. S. White	28.	Austrian	11.2		
Barringer High	U. S. White	46.11	Italian	23.52	Russian	9.91		
Central High	"	31.86	Russian	25.23	Italian	10.96	Austrian	10.91
East Side High	"	38.47	Italian	14.76	Russian	11.86		
South Side High	Russian	35.93	U. S. White	33.38	Austrian	13.38		
All High	U. S. White	36.93	Russian	21.23	Italian	12.82	Austrian	9.48
Abington Avenue	Italian	73.03	U. S. White	11.47				
Alexander Street	U. S. White	59.51	Italian	12.21				
Avon Avenue	"	35.51	Russian	32.25	Austrian	11.08		
Ann Street	Italian	32.34	U. S. White	26.32	W. Slavs, etc.	11.74	Russian	10.3
Belmont Avenue	W. Slavs, etc.	30.29	Russian	27.47	Austrian	14.31	U. S. White	7.67
Bergen Street	U. S. White	42.68	"	27.32				
Bruce Street	Italian	32.98	U. S. White	30.85	Russian	10.64		
Burnet Street	U. S. White	38.87	Italian	31.4	U. S. Colored	12.76		
Camden Street	Italian	80.93	U. S. White	6.94				
Central Avenue	"	51.98	"	21.53	U. S. Colored	14.46		
Charlton Street	Russian	63.24	Austrian	10.21	U. S. White	7.59		
Chestnut Street	U. S. White	42.79	U. S. Colored	27.17				
Cleveland Jr. High	"	28.86	Russian	27.97	W. Slavs, etc.	10.83		
Dayton Street	"	48.34	German	13.34				
Elliott Street	"	45.04	Italian	31.65				
Eighteenth Avenue	Russian	36.68	W. Slavs, etc.	18.3	U. S. White	10.72	Austrian	10.49
Elizabeth Avenue	U. S. White	37.25	Italian	16.2	Russian	14.17	"	13.77
Fifteenth Avenue	"	32.36	Russian	18.36	Italian	17.86		
Fourteenth Avenue	Italian	55.37	U. S. White	26.56				
Franklin	"	82.57	"	11.65				
Garfield	U. S. White	55.43	Italian	20.8				
Hawkins Street	"	35.3	W. Slavs, etc.	21.48	Austrian	11.18	Russian	10.43
Hawthorne Avenue	"	57.91	German	10.98	Russian	9.79		
Lafayette Street	Italian	56.39	U. S. White	16.54				
Lawrence Street	"	26.06	"	21.82	U. S. Colored	15.76	Russian	10.3
Lincoln	U. S. White	58.92	Italian	18.29				
Madison Jr. High	"	46.04	Russian	23.11	German	9.91		

McKinley	Italian	95.75	U. S. White	3.69			
Miller Street	U. S. White	51.96	Russian	11.38			
Monmouth Street	Russian	45.23	Austrian	14.16	U. S. White	13.75	U. S. Colored 10.26
Montgomery Street	"	46.33	U. S. Colored	21.58	W. Slavs, etc.	19.66	U. S. White 4.07
Morton Street	"	29.01	Austrian	17.67	"	16.43	" 10.54
Newton Street	Italian	76.18	Russian	7.14	U. S. White	5.6	
Oliver Street	"	67.5	U. S. White	15.			
Peshine Avenue	U. S. White	44.57	Russian	16.66			
Ridge Street	"	75.11	British	9.48			
Robert Treat Jr. High	"	25.63	Italian	18.12	Russian	13.19	W. Slavs, etc. 10.62
Roseville Avenue	"	59.48	U. S. Colored	7.79	"	7.53	
South Street	Italian	47.21	U. S. White	18.51	Austrian	10.29	
South Eighth Street	U. S. White	62.9	Italian	8.89			
South Market Street	W. Slavs, etc.	32.9	U. S. White	23.69	Austrian	12.06	Russian 10.78
South Seventeenth Street	U. S. White	38.07	Russian	21.64	German	11.22	
South Tenth Street	"	40.3	"	16.52	Italian	13.65	
Speedway Avenue	"	53.81	British	11.68	"	10.6	
Summer Avenue	"	55.97	Italian	17.61	British	10.78	
Summer Place	"	59.08	British	8.93			
Sussex Avenue	"	58.97	Italian	15.55			
Walnut Street	Italian	56.08	Russian	22.63	U. S. White	11.82	
Warren Street	"	60.47	U. S. Colored	15.81	Greek	10.58	U. S. White 8.69
Washington Street	U. S. White	41.41	"	28.03			
Waverly Avenue	"	42.8	Russian	22.91	German	9.88	
Webster Street	Italian	69.35	U. S. White	14.6			{ 4th—Italian 15.13
Wilson Avenue	W. Slavs, etc.	22.05	Russian	19.17	U. S. White	16.69	{ 5th—Austrian 11.66
All Elementary	Italian	29.01	U. S. White	28.54	Russian	14.04	{ 4th—W. Slavs, etc. 6.31
Vocational	U. S. White	33.41	Italian	25.17	"		{ 5th—Austrian 6.
Ungraded	Italian	57.55	U. S. White	13.21			
Binet	"	49.7	U. S. " "	17.43	U. S. Colored	10.82	
Deaf	U. S. White	28.75	Italian	25.	Russian	12.5	
Blind	Italian	30.	U. S. White	30.	British	15.	W. Slavs, etc. 10.
Open Window Classes	"	36.83	U. S. " "	22.61	Russian	11.66	
Eliz. Ave. Tubercular	U. S. White	32.65	Russian	20.41	Italian	16.33	
Crippled Classes	"	40.	"	21.81	"	20.91	
All Special	Italian	36.56	U. S. White	25.08	Russian	9.07	U. S. Colored 6.03
							{ 4th—Austrian 6.3
All Schools	U. S. White	29.21	Italian	27.7	Russian	14.6	{ 5th—W. Slavs, etc. 5.97

Table VIII
Dominant Languages Spoken by Mothers at Home

School	First place		Second place		Third place		Fourth place	
	Language	Per cent	Language	Per cent	Language	Per cent	Language	Per cent
Junior College	English	69.6	Hebrew	20.8				
Barringer High	"	78.3	Italian	16.13				
Central High	"	65.74	Hebrew	22.96				
East Side High	"	74.21	Italian	10.37				
South Side High	"	79.13	Hebrew	17.09				
All High	"	73.26	"	13.67	Italian	8.82		
Abington Avenue	Italian	63.33	English	34.35				
Alexander Street	English	83.73	Italian	9.01				
Ann Street	"	42.49	Italian	27.96	W. Slavic, etc.	11.24		
Avon Avenue	"	69.77	Hebrew	24.56				
Belmont Avenue	Hebrew	36.99	English	22.04	W. Slavic, etc.	21.81	Russian	11.65
Bergen Street	English	74.44	Hebrew	18.17				
Bruce Street	"	50.	Italian	28.45				
Burnet Street	"	70.12	"	24.				
Camden Street	Italian	71.71	English	20.92				
Central Avenue	English	49.36	Italian	43.44				
Charlton Street	Hebrew	65.51	English	30.78				
Chestnut Street	English	86.18	Hebrew	4.21	Italian	3.85		
Cleveland Jr. High	"	57.05	"	25.69				
Dayton Street	"	81.66	W. Slavic, etc.	6.67				
Elliott Street	"	71.26	Italian	25.28				
Eighteenth Avenue	Hebrew	49.11	English	30.66	W. Slavic, etc.	10.64		
Elizabeth Avenue	English	59.11	Russian	13.36	Italian	12.55		
Fifteenth Avenue	"	56.69	Hebrew	18.98	"	14.31		
Fourteenth Avenue	Italian	47.88	English	43.21				
Franklin	"	69.51	"	29.8				
Garfield	English	80.29	Italian	15.63				
Hawkins Street	"	48.37	W. Slavic, etc.	26.5	Russian	8.04		
Hawthorne Avenue	"	83.21	German	6.12				
Lafayette Street	Italian	47.97	English	35.58				
Lawrence Street	English	53.94	Italian	23.63				
Lincoln	"	85.1	"	11.51				
Madison Jr. High	"	76.65	Hebrew	12.14				
McKinley	Italian	84.28	English	15.52				
Miller Street	English	82.64	Hebrew	4.99	Italian	4.52		
Monmouth Street	"	46.87	"	44.3				

Montgomery Street	Hebrew	52.54	English	37.18				
Morton Street	English	33.6	Hebrew	30.94	W. Slavic, etc.	16.74		
Newton Street	Italian	70.58	English	18.22				
Oliver Street	"	59.8	"	32.17				
Peshine Avenue	English	78.06	Hebrew	15.25				
Ridge Street	"	93.18	German	4.59				
Robert Treat Jr. High	"	55.85	Hebrew	14.35	Italian	14.08		
Roseville Avenue	"	88.05	"	2.85	"	2.6	Armenian	2.08
South Street	Italian	40.51	English	39.1	W. Slavic, etc.	8.88		
South Eighth Street	English	86.9	Italian	5.9				
South Market Street	W. Slavic, etc.	38.44	English	34.89				
South Seventeenth Street	English	66.26	Hebrew	18.52				
South Tenth Street	"	60.45	"	13.33	Italian	10.23		
Speedway Avenue	"	80.98	Italian	8.97				
Summer Avenue	"	84.12	"	10.9				
Summer Place	"	93.65	"	4.32				
Sussex Avenue	"	79.23	"	11.28				
Walnut Street	Italian	44.93	English	29.39	Russian	21.29		
Warren Street	"	52.9	"	35.19	Greek	10.25		
Washington Street	English	84.08	Hebrew	3.52	German	2.96	Greek	2.54
Waverly Avenue	"	60.08	"	25.93				
Webster Street	Italian	62.87	English	32.88				
Wilson Avenue	English	28.29	W. Slavic, etc.	23.55	Russian	19.05	Italian	13.57
All Elementary	"	51.87	Italian	24.51	Hebrew	11.72	W. Slavic, etc.	4.55
Vocational	English	65.03	Italian	20.27				
Ungraded	Italian	51.89	English	37.74				
Blind	"	49.9	"	37.88				
Deaf	English	81.25	Italian	12.5				
Blind	"	70.	"	20.				
Open Window Classes	"	43.12	"	30.77	Hebrew	10.72		
Eliz. Ave. Tubercular	"	81.64	"	8.16				
Crippled Classes	"	56.36	"	20.	Russian	14.54		
All Special	"	50.92	"	32.55	Hebrew	6.03		
All Schools	English	53.81	Italian	23.26	Hebrew	11.78		

NATIONALITY SURVEY

In *Table VIII* is given the dominant languages spoken at home by the mothers most of the time. The languages follow somewhat, although not exactly, the same distribution as the nationalities. The English language is first in forty-seven schools and second in nineteen, while Italian is first in fourteen schools, second in twenty-two, and third in seven. It is to be expected that more parents than those who were born in this country will speak the English language, as many of the foreign-born parents must of necessity learn to speak English before they have been long in this country. The Italians seem to be more tenacious of their language than any of the other groups, probably because there are so many of them that they do not feel the need of knowing English in order to carry on their business and social relations.

The third in order of importance of the languages spoken is Hebrew, this being the language of the highest percentage in four schools, the second in nineteen, and the third in one. The languages and dialects of the Western Slavic countries come next in order, these dialects being first in one school, second in three, third in five; while the Russian dialects are in second place in one school, and third place in four. This would go to show that there are many more Hebrews who emigrate from the Slavic countries than people of Slavic races. Although the people coming from Russia have some characteristics in common, due to the economic conditions of the country, yet there are many racial differences between the Jewish and Slavic Russians.

Thus it will be seen that the schools of Newark with seventy-one per cent of the pupils of foreign parentage, and with forty-six per cent hearing a foreign tongue at home, and with pupils who know only those few English words they have very imperfectly picked up on the street or have heard at school, constitute one of the most difficult problems which ever confronted educators in any country. This problem has been a growing menace in recent years, and though difficult, is of great importance. It is imperative that educators study the problem scientifically but with energy and patience.

The proper and just solution of this problem will be of inestimable value to the child, his parents and society in general, and it will help stabilize municipal, state, and national government. To do this, all possible aid, financial and otherwise, must be given the schools in order that they may secure the results they should.

Age-Grade Survey

The ages of the pupils were taken as of February 1, 1922, the beginning of the term, and therefore represent the ages of the pupils at the beginning of the grades.

Table A gives a summary by grades and ages of the number of pupils in the traditional ten-months' schools. The at-age pupils have been designated by heavy lines surrounding the figures in the 1B grade from six to six and one-half, in 1A from six and one-half to seven, and so on, with graduation at fourteen years of age. The number of pupils who are three years or more over-age are indicated by grades below the lower heavy line. The age of pupils at grade has not been uniformly recorded in reports from various cities, some designating the 1B as from six and one-half to seven, the 1A from seven to seven and one-half, graduating at fourteen and one-half. Placing the at-age pupils at six to six and one-half for the 1B, as has been done in this report, instead of six and one-half to seven will make a higher percentage of over-age pupils and a lower percentage of under-age pupils, and also a slightly greater number of pupils three years or more over-age.

Table AA gives a summary by ages of the number of pupils in special schools and classes.

Table B shows a summary by grades and ages of the number of pupils in the all-year schools. In this table the heavy lines surrounding the "B" grades include two age intervals. This is done because the blanks did not very accurately show the normal age for the all-year schools. In the "C" and the "A" grades the normal ages were considered the same as the "B" and the "A" grades respectively of the traditional ten-months' schools. In the case of the "B" grades of the all-year schools, which come between the "C" and "A" grades, the double interval was used and half the number of pupils included therein were considered as being of normal age, the other half being distributed proportionately to those less than normal age and those more than normal age. This assignment of normal ages is only approximately correct, but taking the number of pupils in the city as a whole, there would be little difference—too small to seriously affect the results. As in *Table A*, the number of pupils who are three years or more over-age are indicated by grades below the lower heavy line.

Table AA
Enrollment by Ages—Special Schools and Classes

Ages	Vocational		Ungraded		Binet		Deaf		Blind		Open window		Tubercular		Crippled		Foreign		Total special	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Under 5																1				1
5 — 5½												1				1				2
5½ — 6							3	1				2				2			5	4
6 — 6½					2		2				2					1			7	1
6½ — 7										1	4	1				6			10	4
7 — 7½						1					20	9				2			22	14
7½ — 8						7	3	1	1		7	14				3			19	19
8 — 8½						3	1	2			18	20		2		5			28	27
8½ — 9			1			6	4	1	1		24	22	1			3			36	29
9 — 9½			1			9	10	3			23	24		3		4		1	38	44
9½ — 10			1			12	10	1	1		27	21		2		4			47	40
10 — 10½			3			19	9	1			20	26	1	1		1		1	46	39
10½ — 11			1			32	12	5	2		14	24	2	2		2			56	40
11 — 11½			4			20	17	1	3	2	10	11	1	1		2			40	36
11½ — 12			5			23	18		2	3	5	23	2	4		5			44	54
12 — 12½			9			23	12	4	3		6	10	1	1		5		1	49	30
12½ — 13			11			22	15	8			3	9	4	2		1		1	51	30
13 — 13½	1		11			28	12	2	2	2	4	7	1	5		2			59	29
13½ — 14	1	3	17			18	17	5	1	1	4	5	1	3		3		1	64	52
14 — 14½	9	4	13			26	16	1	2	1	3	3	4	1		1		2	85	41
14½ — 15	15	22	16			22	14	2	1				2			1		1	78	74
15 — 15½	34	17	6			24	12	4	2		1		1			2			70	46
15½ — 16	34	56	7			13	5	3	3	1	1	1				1		2	77	63
16 — 16½	33	30			2			2	1		1					1			28	10
16½ — 17	50	51						2	2	1				1		1			18	22
17 — 17½	22	9						2	1							1		1	10	5
17½ — 18	16	18								1									3	1
18 — 18½	7	3								1									1	5
18½ — 19	3	1															1			1
19 — 19½		4																		
19½ — 20		1																	1	1
20 — 20½	1																			
20½ — 21	1	1																		
Over 21		2						1												3
Total	227	222	106		311	188	50	30	15	5	196	233	21	28	56	54	11	7	993	767

Table BB gives a summary of the totals by ages for all schools as shown in Tables A, AA, and B.

Table BB
Summary of Enrollment by Ages—All Schools

Ages	Total Traditional		Total Special		Total All Year		Grand Total	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Under 5	647	665		1	279	243	926	909
5 — 5½	823	762		2	248	252	1071	1016
5½ — 6	938	869	5	4	301	291	1244	1164
6 — 6½	1164	1139	7	1	388	374	1559	1514
6½ — 7	1323	1274	10	4	450	383	1783	1661
7 — 7½	1274	1232	22	14	437	418	1733	1664
7½ — 8	1285	1314	19	19	488	474	1792	1807
8 — 8½	1256	1207	28	27	412	366	1696	1600
8½ — 9	1345	1271	36	29	458	440	1839	1740
9 — 9½	1311	1295	38	44	400	403	1749	1742
9½ — 10	1250	1291	47	40	427	392	1724	1723
10 — 10½	1226	1261	46	39	385	355	1657	1655
10½ — 11	1251	1275	56	40	403	405	1710	1720
11 — 11½	1199	1302	40	36	389	403	1628	1741
11½ — 12	1332	1289	44	54	392	404	1768	1747
12 — 12½	1274	1214	49	30	408	391	1731	1635
12½ — 13	1164	1168	51	30	379	408	1594	1606
13 — 13½	1239	1181	59	29	437	391	1735	1601
13½ — 14	1234	1050	64	52	395	442	1693	1544
14 — 14½	1042	973	85	41	384	365	1511	1379
14½ — 15	850	694	78	74	353	329	1281	1097
15 — 15½	681	566	70	46	262	304	1013	916
15½ — 16	487	377	77	63	176	185	740	625
16 — 16½	307	212	28	10	159	145	494	367
16½ — 17	213	152	18	22	108	70	339	244
17 — 17½	156	99	10	5	78	51	244	155
17½ — 18	119	67	3	1	52	21	174	89
18 — 18½	78	35	1	5	46	9	125	49
18½ — 19	39	30		1	18	5	57	36
19 — 19½	32	19	1		11	7	44	26
19½ — 20	15	12	1	1	10	1	26	14
20 — 20½	11	5			5		16	5
20½ — 21	7	2			2	2	9	4
Over 21	25	3		3	5	1	30	7
Total	26597	25305	993	767	9145	8730	36735	34802

Table C
Enrollment by Grades and Ages in Elementary
and High Schools—Traditional and All-Year Schools

28

Ages	Grades												Total
	1	2	3	4	5	6	7	8	9	10	11	12	
Under 5													
5—6	697	1											698
6—7	5592	689	9										6290
7—8	2114	3918	829	59									6920
8—9	590	2088	2958	1061	48	1							6755
9—10	190	807	2007	2574	1063	114	5						6769
10—11	83	333	866	1831	2312	972	155	9					6561
11—12	36	119	407	980	1807	2092	1062	188	18				6710
12—13	23	58	191	471	1031	1573	1773	1055	210	16	4		6405
13—14	11	42	100	256	618	1018	1456	1667	981	187	36	7	6379
14—15	5	19	37	110	269	481	794	1169	1255	626	190	25	4980
15—16	1	7	30	50	126	170	209	475	692	719	421	136	3036
16—17	1	1	2	10	11	17	37	78	148	354	392	304	1355
17—18		1	1	1		2	7	11	34	103	205	243	608
18—19		1							10	26	63	130	230
19—20						2			1	9	23	53	88
Over 20					2				5	8	8	18	41
Totals	9361	8084	7437	7403	7287	6442	5498	4652	3354	2049	1342	916	63825

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Table C shows the results by whole grades of the regular and all-year schools combined (not including the kindergarten and special schools). The numbers within the heavy lines represent the pupils at-age for the grade.

Table D shows a summary by schools of the number of pupils who are younger than normal age, those of normal age, those who are less than three years older than normal age, and those who are three years and more older than normal age, together with the per cent which each of these groups is to the total enrollment of each school.

Tables E and *F* show summaries of these same groups by grades in the traditional and in the all-year schools, respectively, and the percentage which each of the groups is to the total enrollment of that grade.

Table D
Number of Pupils Enrolled Younger Than Normal Age, Normal Age, and Older Than Normal Age
(By Schools)

School	Enrollment								Per cent									
	Younger than normal age		Normal age		½—3 years older than normal age		3 yrs. or more older than normal age		Total		Younger than normal age		Normal age		½—3 years older than normal age		3 yrs. or more older than normal age	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Junior College	40	27	9	11	32	6			81	44	49.38	61.36	11.11	25.	39.51	13.64		
Barringer High	424	315	157	114	330	241	9	4	920	674	46.09	46.74	17.06	16.91	35.87	35.76	.98	.59
East Side High	256	300	121	126	241	153	8	1	626	580	40.89	51.72	19.33	21.72	38.5	26.39	1.28	.17
South Side High	460	293	127	106	246	134	7	2	840	535	54.76	54.77	15.12	19.81	29.29	25.05	.83	.37
Total Traditional Sr. H.	1140	908	405	346	817	528	24	7	2386	1789	47.78	50.76	16.97	19.34	34.24	29.51	1.01	.39
Central All Year High....	504	705	197	180	432	247	19	7	1152	1139	43.75	61.9	17.1	15.8	35.3	26.47	1.65	.61
Total Senior High	1644	1613	602	526	1249	775	43	14	3538	2928	46.47	55.09	17.02	17.96	37.5	21.69	1.21	.48
Madison Jr. High—9th..	80	73	40	28	39	54			159	155	50.31	47.1	25.16	18.06	24.53	34.84		
Robert Treat Jr. H.—9th	70	82	31	41	71	69	1		173	192	40.46	42.71	17.92	21.35	41.04	35.94	.58	
Total Traditional Jr. H.	150	155	71	69	110	123	1		332	347	45.18	44.67	21.39	19.88	33.13	35.45	.3	
Cleveland All Year Jr.																		
High—9th Year	142	169	52	54	55	44			249	267	57.03	63.3	20.88	20.22	22.09	16.48		
Total Junior High 9th	292	324	123	123	165	167	1		581	614	50.26	52.77	21.17	20.03	28.4	27.2	.17	
Total All High	1936	1937	725	649	1414	942	44	14	4119	3542	47.	54.69	17.6	18.32	34.33	26.59	1.07	.4
Alexander Street	88	107	130	130	242	178	7	7	467	422	18.84	25.33	27.84	30.81	51.82	42.18	1.5	1.66
Ann Street	211	238	219	202	464	459	34	31	928	930	22.74	25.59	23.6	21.72	50.	49.36	3.66	3.33
Avon Avenue	188	251	240	233	271	222	17	10	716	716	26.26	35.06	33.52	32.54	37.85	31.01	2.37	1.39
Bergen Street	214	270	184	188	300	251	8	14	706	723	30.31	37.35	26.06	26.	42.49	34.72	1.14	1.93
Bruce Street	6	13	46	41	98	73	7	4	157	131	3.82	9.92	29.3	31.3	62.42	55.73	4.46	3.05
Burnet Street	57	70	91	101	410	433	56	39	614	643	9.28	10.89	14.82	15.71	66.78	67.34	9.12	6.06
Camden Street	68	73	120	146	241	260	22	19	451	498	15.08	14.66	26.61	29.32	53.44	52.21	4.87	3.81
Central Avenue	116	117	157	150	439	422	47	42	759	731	15.29	16.01	20.69	20.52	57.83	57.73	6.19	5.74
Charlton Street	219	220	117	143	240	203	30	29	606	595	36.14	36.98	19.31	24.03	39.6	34.12	4.95	4.87
Chestnut Street	31	46	65	73	255	229	48	23	399	371	7.77	12.4	16.29	19.68	63.91	61.72	12.03	6.2
Dayton Street	12	8	8	5	15	11		1	35	25	34.28	32.	22.86	20.	42.86	44.		4.
Eighteenth Avenue	127	117	130	140	342	289	41	50	640	596	19.84	19.63	20.31	23.49	53.44	48.49	6.41	8.39
Elizabeth Avenue	11	12	44	28	62	45		2	117	87	9.4	13.79	37.61	32.18	52.99	51.73		2.3
Elliott Street	85	103	119	131	260	231	26	23	490	488	17.35	21.11	24.28	26.84	53.06	47.34	5.31	4.71
Fifteenth Avenue	141	169	204	228	360	335	14	18	719	750	19.61	22.53	28.37	30.4	50.07	44.67	1.95	2.4
Fourteenth Avenue	96	105	172	140	263	243	17	10	548	498	17.52	21.08	31.39	28.11	47.99	48.8	3.1	2.01
Franklin	94	105	229	230	563	556	27	28	913	919	10.3	11.42	25.08	25.03	61.66	60.5	2.96	3.05
Garfield	109	109	131	145	328	276	21	21	589	551	18.51	19.78	22.24	26.32	55.69	50.09	3.56	3.81
Hawkins Street	57	69	85	84	198	193	27	14	367	360	15.53	19.17	23.16	23.33	53.95	53.61	7.36	3.89
Hawthorne Avenue	209	253	161	148	217	178	9	6	596	585	35.07	43.25	27.01	25.3	36.41	39.41	1.51	1.02

Lawrence Street	4	8	11	18	55	33	5	5	75	64	5.33	12.5	14.67	28.13	73.33	51.56	6.67	7.81
Lincoln	56	55	68	48	81	88	4	1	209	192	26.79	28.65	32.54	25.	38.76	45.83	1.91	.52
Madison Elementary	255	279	125	154	265	186	15	11	660	630	38.64	44.29	18.94	24.44	40.15	29.52	2.27	1.75
Miller Street	158	196	140	148	367	332	38	33	703	709	22.48	27.65	19.91	20.87	52.2	46.83	5.41	4.65
Monmouth Street	92	102	105	122	259	171	24	17	480	412	19.17	24.76	21.87	29.61	53.96	41.5	5.	4.13
Montgomery Street	53	84	98	108	179	208	28	20	358	420	14.81	20.	27.37	25.72	50.	49.52	7.82	4.76
Morton Street	107	180	156	156	377	367	56	54	696	757	15.37	23.78	22.41	20.61	54.17	43.48	8.05	7.13
Oliver Street	66	81	145	161	443	384	34	27	688	653	9.59	12.4	21.08	24.66	64.39	58.81	4.94	4.13
Peshine Avenue	161	149	208	211	220	197	8	5	597	562	26.97	26.51	34.84	37.55	36.85	35.05	1.34	.89
Ridge Street	94	104	77	104	137	99	1	1	309	308	30.42	33.77	24.92	33.77	44.34	32.14	.32	.32
Robert Treat Elementary	209	274	252	233	497	485	55	31	1013	1023	20.63	26.78	24.88	22.78	49.06	47.41	5.43	3.03
Roseville Avenue	22	23	54	41	88	87	6	8	170	159	12.94	14.46	31.77	25.79	51.77	54.72	3.52	5.03
South Street	12	31	59	64	359	337	39	21	469	453	2.56	6.84	12.58	14.13	76.55	74.39	8.31	4.64
South Eighth Street	104	142	127	154	325	280	20	15	576	591	18.06	24.02	22.05	26.06	56.42	47.38	2.47	2.54
South Market Street	35	55	82	86	187	160	14	7	318	308	11.01	17.86	25.79	27.92	58.8	51.95	4.4	2.27
South Seventeenth Street	184	190	195	193	312	276	19	7	710	666	25.92	28.53	27.46	28.98	43.94	41.44	2.68	1.05
South Tenth Street	103	96	121	111	217	177	12	12	453	396	22.74	24.24	26.71	28.03	47.9	44.7	2.65	3.03
Speedway Avenue	18	28	53	55	66	76	2	2	139	161	12.95	17.39	38.13	34.16	47.48	47.21	1.44	1.24
Summer Avenue	41	46	90	84	256	267	23	8	410	405	10.	11.36	21.95	20.74	62.44	65.93	5.61	1.97
Summer Place	25	27	51	51	87	60	6	2	169	140	14.79	19.28	30.18	36.43	51.48	42.86	3.55	1.43
Sussex Avenue	68	78	94	94	285	245	18	9	465	426	14.62	18.31	20.22	22.07	61.29	57.51	3.87	2.11
Warren Street	35	23	107	137	209	214	26	17	377	391	9.28	5.88	28.38	35.04	55.44	54.73	6.9	4.35
Washington Street	44	48	59	72	209	169	45	17	357	306	12.32	15.69	16.53	23.53	58.54	55.23	12.61	5.55
Waverly Avenue	81	73	93	91	165	122	12	9	351	295	23.08	14.75	26.5	30.85	47.01	41.35	3.41	3.05
Total Traditional Elem.	4166	4827	5222	5366	11213	10123	968	730	21569	21046	19.31	22.93	24.21	25.5	51.99	48.1	4.49	3.47
Abington Avenue	143	151	173	168	382	336	51	50	749	705	19.09	21.42	23.1	23.83	51.	47.66	6.81	7.09
Belmont Avenue	242	224	203	149	375	312	55	59	875	744	27.66	30.11	23.2	20.03	42.86	41.93	6.28	7.93
Cleveland Elementary	226	228	213	194	359	336	27	22	825	780	27.39	29.23	25.82	24.87	43.52	43.08	3.27	2.82
Lafayette Street	318	382	204	201	448	447	44	33	1014	1063	31.36	35.94	20.12	18.91	44.18	42.05	4.34	3.1
McKinley	188	183	210	218	663	656	48	39	1109	1096	16.95	16.7	18.94	19.89	59.78	59.85	4.33	3.56
Newton Street	240	195	157	192	371	356	42	27	810	770	29.63	25.32	19.38	24.94	45.8	46.23	5.19	3.51
Walnut Street	36	38	36	22	47	42	2		121	92	29.75	30.44	29.75	23.91	38.85	45.65	1.65	
Webster Street	113	135	119	121	361	320	42	30	635	606	17.8	22.28	18.74	19.97	56.85	52.8	6.61	4.95
Total All Year Elem.	1700	1725	1510	1434	3397	3161	350	272	6957	6592	24.44	26.17	21.7	21.75	48.83	47.95	5.03	4.13
Total All Elementary..	5866	6552	6737	6800	14610	13284	1318	1002	28526	27638	20.56	23.71	23.6	24.6	51.22	48.06	4.62	3.63
Kindergarten	926	908	1987	1799	103	104			3016	2811	30.7	32.3	65.88	64.	3.42	3.7		
Binet Classes							311	188	311	188							100.	100.
Other Special Classes									682	579								
Grand Total	8768	9424	9453	9259	16159	14336	1673	1204	36735	34802	24.32	27.54	26.22	27.05	44.82	41.89	4.64	3.52

AGE-GRADE SURVEY

Table E
Number of Pupils Enrolled Younger Than Normal Age, Normal Age, and Older Than Normal Age—Traditional Schools
(By Grades)

Grade	Enrollment										Per cent							
	Younger than normal age		Normal age		½—3 years older than normal age		3 yrs. or more older than normal age		Total		Younger than normal age		Normal age		½—3 years older than normal age		3 yrs. or more older than normal age	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Kindergarten	647	665	1501	1334	81	80			2229	2079	29.03	31.99	67.34	64.16	3.63	3.85		
1B	238	281	746	690	607	555	16	17	1607	1543	14.81	18.22	46.42	44.71	37.77	35.97	1.	1.1
1A	332	362	773	685	894	740	48	40	2047	1827	16.22	19.82	37.76	37.49	43.67	40.5	2.35	2.19
2B	193	222	457	477	827	700	51	42	1528	1441	12.63	15.41	29.91	33.1	54.12	48.58	3.34	2.91
2A	260	265	452	491	801	727	64	38	1577	1521	16.49	17.42	28.66	32.28	50.79	47.8	4.06	2.5
3B	227	272	354	369	782	707	85	67	1448	1413	15.68	19.22	24.44	26.08	54.01	49.96	5.87	4.74
3A	200	208	404	351	807	683	97	70	1508	1301	13.26	15.34	26.79	26.91	53.52	52.38	6.43	5.37
4B	250	320	262	307	726	681	120	79	1358	1401	18.41	23.27	19.29	21.91	53.46	49.18	8.84	5.64
4A	313	329	255	309	753	737	108	73	1429	1448	21.90	22.72	17.85	21.34	52.69	50.9	7.56	5.04
5B	227	277	237	244	758	708	116	95	1338	1329	16.97	20.86	17.71	18.37	56.65	53.31	8.67	7.46
5A	315	354	261	284	789	735	97	85	1462	1458	21.55	24.28	17.85	19.48	53.97	50.41	6.63	5.83
6B	237	274	149	241	712	690	73	54	1171	1251	20.24	21.76	12.73	19.14	60.8	54.81	6.23	4.29
6A	275	332	216	217	692	629	46	42	1229	1220	22.38	27.21	17.57	17.79	56.31	51.56	3.74	3.44
7B	266	333	182	192	616	567	23	13	1087	1108	24.47	30.14	16.74	17.37	56.67	51.31	2.12	1.18
7A	301	370	137	176	569	471	18	8	1025	1025	29.37	36.1	13.37	17.17	55.5	45.95	1.76	.78
8B	272	298	175	185	477	394	2	2	926	879	28.08	32.88	19.55	21.04	52.15	45.85	.22	.23
8A	260	332	162	164	403	375	4	1	829	872	31.37	38.07	19.54	18.81	48.61	43.	.48	.12
Total Elementary	4166	4827	5222	5382	11213	10107	1968	730	21569	21046	19.31	22.93	24.21	25.57	51.99	48.03	4.49	3.47
9B	236	225	110	126	194	181	5	2	545	534	43.3	42.13	20.18	23.6	35.6	33.9	.92	.37
9A	284	207	105	71	211	144	6		606	422	46.86	49.05	17.33	16.83	34.82	34.12	.99	
10B	190	181	81	84	155	102	4		430	367	44.18	49.32	18.84	22.80	36.05	27.79	.93	
10A	199	145	58	44	119	74	3	1	379	264	52.51	54.92	15.3	16.67	31.4	28.03	.79	.38
11B	114	103	36	31	73	52	2	2	225	188	50.67	54.79	16.	16.49	32.44	27.66	.89	1.06
11A	87	79	31	33	69	30	2	1	189	143	46.03	55.24	16.4	23.08	36.51	20.98	1.06	.7
12B	84	53	26	14	60	35		1	170	103	49.41	51.46	15.29	13.59	35.3	33.98		.97
12A	96	70	29	12	46	33	3		174	115	55.17	60.87	16.67	10.43	26.44	28.7	1.72	
Total High	1290	1063	476	413	927	651	25	7	2718	2136	47.46	49.76	17.51	19.43	34.11	30.48	.92	.33
Junior College	40	27	9	11	32	6			81	44	49.38	61.36	11.11	25.	39.51	13.64		
Grand Total—Traditional	6143	6582	7208	7126	12253	10860	993	737	26597	25305	23.1	26.01	27.1	28.16	46.07	42.92	3.73	2.91

Table F
Number of Pupils Enrolled Younger Than Normal Age, Normal Age, and Older Than Normal Age—All-Year Schools
Also Summary for All Schools
(By Grades)

Grade	Enrollment										Per cent									
	Younger than normal age		Normal age		½—3 years older than normal age		3 yrs. or more older than normal age		Total		Younger than normal age		Normal age		½—3 years older than normal age		3 yrs. or more older than normal age			
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls		
Kindergarten	279	243	486	465	22	24			787	732	35.45	33.2	61.75	63.52	2.8	3.28				
1C	59	74	199	163	143	136	7	7	408	380	14.46	19.47	48.77	42.9	35.05	35.79	1.72	1.84		
1B	62	61	110	100	167	140	14	6	353	307	17.56	19.87	31.16	32.57	47.31	45.60	3.97	1.96		
1A	50	71	183	138	229	187	19	12	481	408	10.39	17.4	38.05	33.83	47.61	45.83	3.95	2.94		
2C	65	70	84	96	193	156	14	12	356	334	18.26	20.96	23.6	28.74	54.21	46.71	3.93	3.59		
2B	73	67	84	73	170	134	21	15	348	289	20.98	23.18	24.14	25.26	48.85	46.37	6.03	5.19		
2A	57	56	103	91	173	180	21	9	354	336	16.1	16.67	29.1	27.08	48.87	53.57	5.93	2.68		
3C	80	94	50	53	165	135	17	22	312	304	25.64	30.92	16.03	17.43	52.88	44.41	5.45	7.24		
3B	62	68	59	57	170	159	23	14	314	298	19.75	22.82	18.79	19.13	54.14	53.35	7.32	4.7		
3A	47	60	56	57	139	142	13	20	255	279	18.43	21.5	21.96	20.43	54.51	50.9	5.1	7.17		
4C	97	115	52	55	168	151	17	15	334	336	29.04	34.23	15.57	16.37	50.3	44.94	5.09	4.46		
4B	72	69	43	47	154	112	32	21	301	249	23.92	27.71	14.29	18.88	51.16	44.98	10.63	8.44		
4A	60	62	41	47	136	150	30	21	267	280	22.47	22.14	15.35	16.79	50.94	53.57	11.24	7.5		
5C	89	89	43	40	144	171	20	22	296	322	30.07	27.64	14.53	12.42	48.65	53.11	6.75	6.83		
5B	68	81	41	40	133	144	28	26	270	291	25.19	27.84	15.18	13.75	49.26	49.48	10.37	8.93		
5A	60	56	46	33	141	143	22	21	269	253	22.3	22.14	17.1	13.04	52.42	56.52	8.18	8.3		
6C	81	75	40	53	119	153	12	11	252	292	32.14	25.68	15.88	18.15	47.22	52.4	4.76	3.77		
6B	92	92	37	34	134	96	17	4	280	226	32.86	40.71	13.21	15.04	47.86	42.48	6.07	1.77		
6A	55	61	42	44	155	137	13	6	265	247	20.75	24.6	15.85	17.74	58.49	55.24	4.91	2.42		
7C	79	57	35	39	106	112		3	220	211	35.91	27.02	15.91	18.48	48.18	53.08		1.42		
7B	64	54	29	33	97	99	6	1	196	187	32.65	28.88	14.8	17.65	49.49	52.94	3.06	.53		
7A	75	71	27	47	116	105		1	218	224	34.4	31.7	12.39	20.98	53.21	46.87		.45		
8C	95	87	38	38	86	72	1	3	220	200	43.18	43.5	17.27	19.	39.09	36.	.46	1.5		
8B	90	74	36	22	80	83			206	179	43.69	41.34	17.47	12.29	38.84	46.34				
8A	68	61	32	34	79	64	3		182	159	37.36	38.37	17.58	21.38	43.41	40.25	1.65			
Total Elementary	1700	1725	1510	1434	3397	3161	350	272	6957	6592	24.44	26.17	21.7	21.75	48.83	47.95	5.03	4.13		

AGE-GRADE SURVEY

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Table F—continued
Pupils Enrolled Younger Than Normal Age, Normal Age, and Older Than Normal Age—All-Year Schools
Also Summary for All Schools
(By Grades)

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N. J. REFERENCE

PUBLIC SCHOOLS OF NEWARK

	Enrollment										Per cent									
	Younger than normal age		Normal age		$\frac{1}{2}$ —3 years older than normal age		3 yrs. or more older than normal age		Total		Younger than normal age		Normal age		$\frac{1}{2}$ —3 years older than normal age		3 yrs. or more older than normal age			
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
1st	106	133	55	47	84	71	1	1	246	252	43.09	52.78	22.36	18.65	34.14	28.17	.41	.4		
2d	61	66	25	18	61	29	2	2	149	115	40.94	57.39	16.78	15.65	40.94	25.22	1.34	1.74		
3d	102	126	50	53	89	63	1	1	242	243	42.15	51.85	20.66	21.81	36.78	25.93	.41	.41		
4d	34	30	12	10	32	11	2	2	80	53	42.5	56.6	15.	18.87	40.	20.76	2.5	3.77		
5d	67	95	18	32	32	24	2		119	151	56.3	62.91	15.13	21.19	26.89	15.9		1.68		
6d	32	64	14	16	45	32	3		94	112	34.04	57.14	14.9	14.29	47.87	28.57		3.19		
7d	64	106	28	24	52	14	4		148	144	43.24	73.61	18.92	16.67	35.14	9.72		2.7		
8d	44	57	10	10	26	13			80	80	55.	71.25	12.5	12.5	32.5	16.25				
9d	26	57	10	16	13	21	2		51	94	50.98	60.64	19.61	17.02	25.49	22.34		3.92		
10d	21	53	5	4	8	3	1		35	60	60.	88.33	14.28	6.67	22.86	5.		2.86		
11d	56	67	12	4	24	4			92	75	60.87	89.34	13.04	5.33	26.09	5.33				
12d	33	20	10		21	6	1	1	65	27	50.77	74.08	15.38		32.31	22.22		1.54	3.7	
All Year	646	874	249	234	487	291	19	7	1401	1406	46.11	62.16	17.77	16.64	34.76	20.7		1.36	.5	
Schools	2625	2842	2245	2133	3906	3476	369	279	9145	8730	28.7	32.55	24.55	24.43	42.71	39.82		4.04	3.2	
1st	6143	6582	7208	7126	12253	10860	993	737	26597	25305	23.1	26.01	27.1	28.16	46.07	42.92		3.73	2.91	
2d	2625	2842	2245	2133	3906	3476	369	279	9145	8730	28.7	32.55	24.55	24.43	42.71	39.82		4.04	3.2	
3d							311	188	311	188										
4d							682	579	682	579										
All Schools	8768	9424	9453	9259	16159	14336	1673	1204	36735	34802	24.32	27.54	26.22	27.10	44.82	41.84		4.64	3.52	
	18192		18712		30495		2877		71537		25.89		26.62		43.39			4.1		

PUBLIC SCHOOLS OF NEWARK

N. J. REFERENCE
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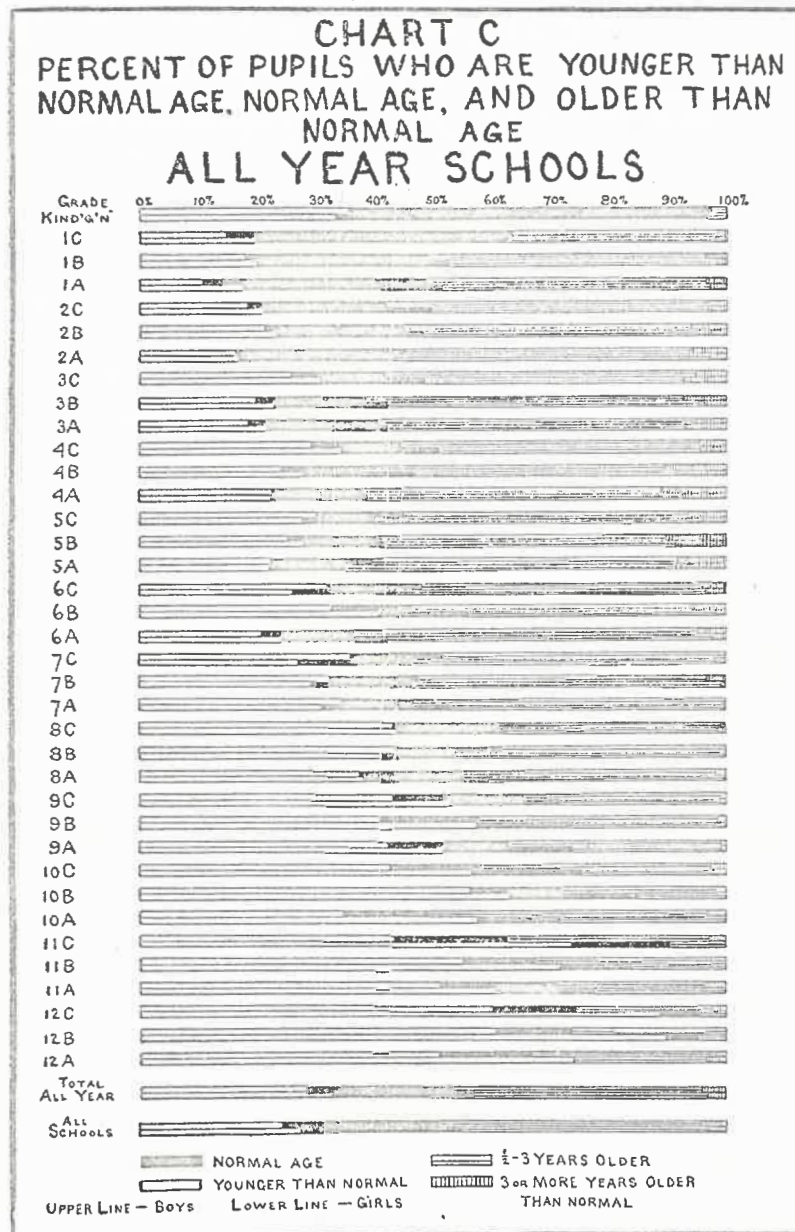
Chart A represents the facts set forth in *Table D*. A comparison of the lines showing all high schools and all elementary schools shows that there are many more young pupils in the high schools, and there are considerably fewer pupils over-age. The over-age pupils have dropped out and gone to work. Of the high schools, Robert Treat Junior High School contains the greatest per cent of over-age pupils, while Cleveland Junior High School contains the fewest. The East Side High and the Robert Treat Junior High have the fewest under-age pupils. Conclusions must not be drawn hastily on over-ageness or under-ageness, as this may occur as a result of establishing especially strong or especially weak standards of work. The results obtained must be considered with these phases of the age-grade study.

In the elementary schools, it will be seen from the chart, that in many schools the number of pupils who are over-age is very large. A large per cent of over-age pupils is found in Burnet Street, Chestnut Street, Lawrence Street, South Street, Summer Avenue, and Washington Street schools. In Abington Avenue, Burnet Street, Lawrence Street, and South Street schools, the over-ageness is largely due to the foreign population. In Chestnut Street and Washington Street schools it is due to the great number of colored children coming from the south. The number of pupils three years or more over-age is largely due to the same causes. Generally speaking those schools which are attended by children of foreign parentage have the largest percentage of over-ageness. This of necessity must be so. One exception is Charlton Street which has a foreign enrollment of 92.41%, but the number of pupils of normal age and younger is greater than the average for the whole city.

Charts B and *C* show graphically the percentages contained in *Tables E* and *F*. It will be seen that the over-age pupils increase from the first grade until the fifth and sixth grades are reached (this is also true of those three years and more over-age) after which there is a rapid decrease because of the falling out of these pupils, until the tenth grade is reached, when the decrease is slight and remains so during the rest of the course. The difference in ages between the all-year and the traditional schools is scarcely noticeable. The number of over-age pupils is less in the lower grades than in the middle grades, the fifth grade showing the highest percentage of over-age pupils. From that grade on the number of over-age pupils rapidly decreases until, in the high school grades, the number of pupils younger than normal age is

CHART B
PERCENT OF PUPILS WHO ARE YOUNGER
THAN NORMAL AGE, NORMAL AGE, AND OLDER
THAN NORMAL AGE
TRADITIONAL SCHOOLS





nearly half the enrollment of the grade. The reason for the peak of over-ageness in the fifth grade is the compulsory attendance law which requires pupils between fourteen and sixteen years of age to complete the fifth grade before working papers are granted, when, under certain conditions, they may leave and go to work. Many of the over-age pupils, particularly in the foreign districts, leave school as soon as it is legally possible. In some schools the elimination becomes so great that the average age in the upper grades is much less than the average age in the lower grades would indicate it should be.

Table G
Average Ages of Pupils by Grades in All-Year and Traditional Schools in 1922, Compared with Average Ages in 1909

Grade	All-year schools 1922		Traditional schools 1922		1909	
	Years	Months	Years	Months	Years	Months
Kindergarten	5	5	5	2½	4	9
1C	6	7				
1B	7	0	6	6½	5	10
1A	7	4	7	2½	6	11
2C	7	11				
2B	8	1½	7	10½	7	7
2A	8	6	8	5	8	7½
3C	9	0				
3B	9	3	9	0	9	2
3A	9	6½	9	7	9	9
4C	9	11				
4B	10	3½	10	1	10	4
4A	10	8½	10	6½	10	11
5C	11	0				
5B	11	4	11	2½	11	5
5A	11	8½	11	7	11	8½
6C	11	9½				
6B	11	11	12	1	12	1½
6A	12	5½	12	5	12	5
7C	12	8				
7B	12	11½	12	9½	12	10
7A	13	½	13	1½	13	2½
8C	13	12½				
8B	13	6½	13	6½	13	8
8A	13	10	13	11½	14	1
At graduation	14	0	14	2	14	6

Table G shows the average ages of the pupils by grades in the traditional and the all-year schools at the present time compared with the average ages in 1909. The figures for the year 1909 were taken from the annual report of the Superintendent of Schools for that year and are adjusted to show the ages of the pupils at the beginning of the term. None of the schools were organized on the all-year plan until a year later. The figures are here reprinted for the purpose of comparing conditions at that time with those at the present. You will recall that 1909 was the year in which Dr. Ayres' study of retardation and elimination was made. For purposes of comparison, the "C" classes in the all-year schools and the "B" classes in the traditional schools should be used, for at this point—the beginning of the grade—the figures are on the same basis.

Chart D shows the facts of this table graphically. It will be seen that the average ages for the kindergarten, first, second, and third grades at the present time do not vary much in the two types of schools, that in the fourth, fifth, and sixth grades, the average age is a little higher in the traditional than in the all-year schools, but in the seventh and eighth grades the average age falls below that of the traditional schools, and the average age of the graduates is two months lower than in the traditional schools. This would tend to show that more of the over-age pupils drop out in the all-year schools than in the traditional ones, or that from this point they are hurried along much faster than in the traditional schools. It also goes to show that the all-year schools do not save two years in the life of the elementary school pupil. The great mass of pupils is not moved along at nearly the pace at which it was calculated they should be. All of the pupils in the all-year schools do not attend the summer session. Last year 78.8% of these pupils did attend, and it is fair to assume that about the same per cent attend each year. On this basis, if the original claim were valid, the regular eight-year elementary school course would be shortened by 78.8% of two years or about one and one-half years.

The pupils are older now than formerly in the lower grades. The pupils are kept longer in the kindergarten, and this makes the average age in the first few grades a little higher, but beginning with the 2A the 1909 line crosses the 1922 line. The greatest divergence occurs in the 4A grade, where there is a difference of four and one-half months.

CHART D AVERAGE AGE AT BEGINNING OF EACH GRADE COMPARED WITH NORMAL AGE

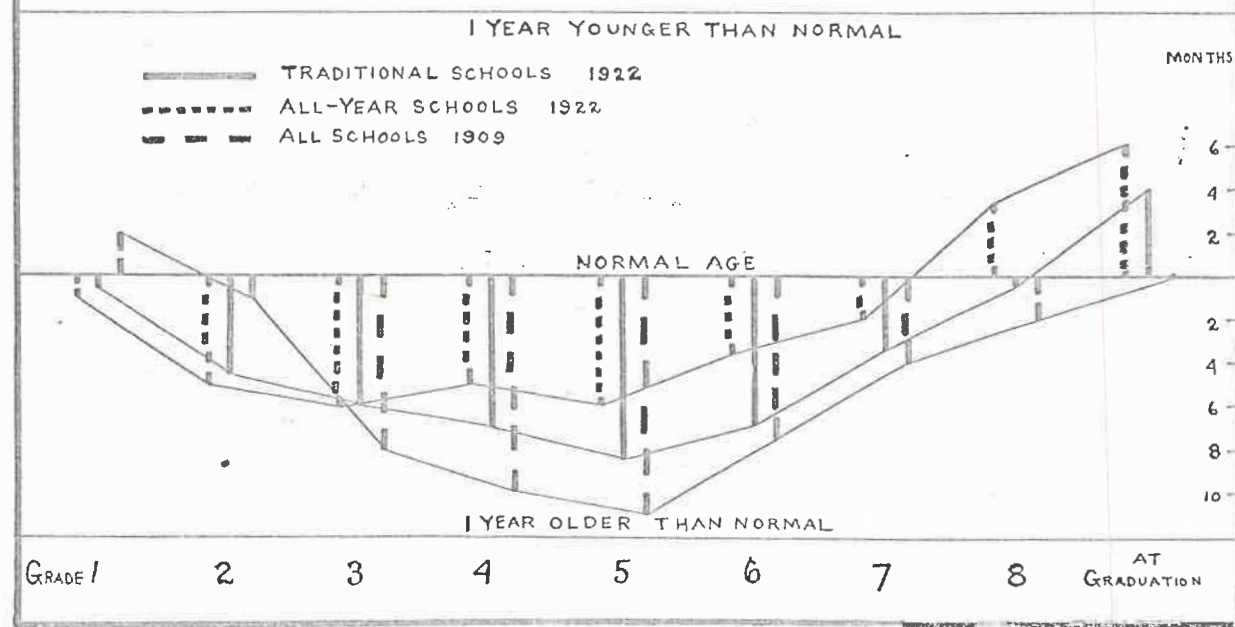


Table H, below, shows the United States Standard Age for entrance to the different grades, the Newark median ages, and the Detroit median ages. This is shown also on *Chart E*. It will be seen that the Newark median ages are slightly higher than those of Detroit until the 3A grade is reached, when they become slightly less, the greatest difference being in the 4A grade (.24 of a year or three months).

Table H
Comparison of Ages by Grades

Grade	U. S. Standard Normal Ages	Newark Median Ages	Detroit Median Ages
1B	6.5	6.62	6.54
1A	7.	7.18	7.15
2B	7.5	7.85	7.79
2A	8.	8.32	8.23
3B	8.5	8.96	8.92
3A	9.	9.5	9.56
4B	8.5	10.01	10.11
4A	10.	10.51	10.75
5B	10.5	11.15	11.24
5A	11.	11.57	11.66
6B	11.5	12.10	12.14
6A	12.	12.49	12.56
7B	12.5	12.89	13.01
7A	13.	13.31	13.42
8B	13.5	13.74	13.83
8A	14.	14.15	14.16

Table J shows the average ages of the pupils in each grade in each school. It will be seen that the range in the average ages in the different schools is more than two years in some cases, especially in the middle grades. For example, in grade 3B, the average age in South 17th Street is 8.09 years, and 10.30 in Chestnut Street; in 3A, average age in Lafayette 9.02 years, and 11.58 years in Chestnut Street; in 4B, average age in Ridge 9.11 years, and 11.12 in Washington Street; in 4A, average age in Madison is 9.36 years and 11.48 in Washington Street. The differences between the extremes of the range grow somewhat less in the succeeding grades, owing to the elimination of the older pupils. In the high schools, the range between the averages is not so great, in the ninth grade (including both junior and senior high schools), being but about one-quarter of a year. Cleveland Junior High is the youngest with an average age of 13.91 years in 9C and 13.95 years in 9B, while Robert Treat Junior High is the oldest with an average age of 14.31 years at the beginning of the ninth year. The senior high schools are in

Table J
Average Ages of Pupils by Schools and Grades as of February 1, 1922
(Parts of Years Given Decimally)

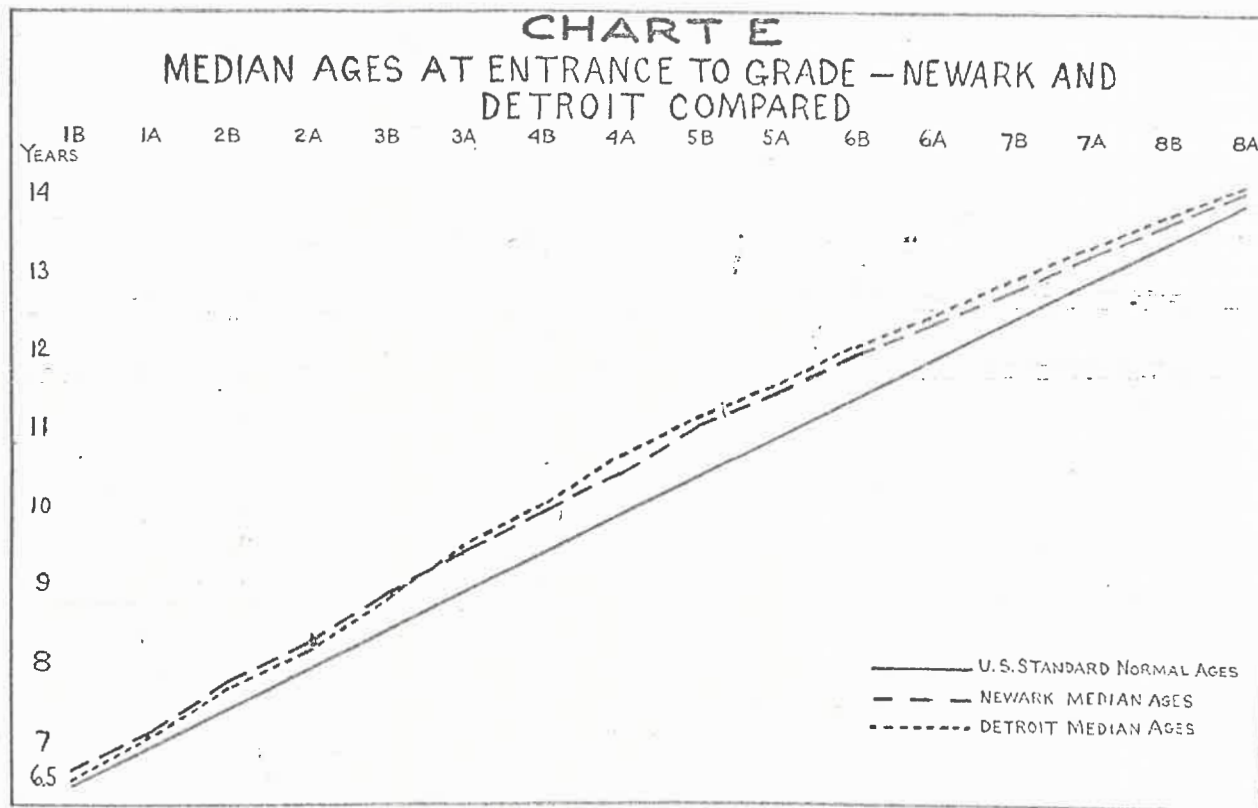
School	Grades																	Age at Grad.
	Kdg.	1B	1A	2B	2A	3B	3A	4B	4A	5B	5A	6B	6A	7B	7A	8B	8A	
Alexander Street	5.19	6.43	6.88	7.5	8.04	8.67	9.12	9.94	10.16	10.98	11.19	12.28	12.24	12.65	13.35	13.64	14.06	14.21
Ann Street	5.18	6.37	7.02	7.75	8.26	8.83	9.52	10.21	10.57	11.55	12.02	12.01	12.62	12.76	12.93	13.38	13.79	14.09
Avon Avenue	5.2	6.35	6.92	7.55	8.38	8.61	9.19	9.48	10.26	10.59	10.89	11.41	12.1	12.5	12.88	13.3	13.79	13.9
Bergen Street	5.25	6.27	6.94	7.27	8.03	8.74	9.03	9.44	9.97	10.8	11.2	11.62	12.13	12.56	12.79	13.37	13.68	14.12
Bruce Street	5.24	6.76	7.06	7.81	8.64	8.99	10.34	10.28										
Burnet Street	5.3	6.77	7.48	8.44	8.81	9.64	10.03	10.81	11.09	11.88	12.29	12.92	12.74	13.4	13.52	13.88	14.23	14.43
Camden Street	5.16	6.32	7.11	7.74	8.48	8.9	9.31	10.19	10.76	11.38	11.77	12.61	12.71					
Central Avenue	5.47	6.76	7.44	8.32	8.55	9.39	9.88	10.51	11.05	11.62	12.03	12.33	12.46	13.1	13.57	13.68	13.87	14.17
Charlton Street	5.09	6.85	7.35	7.55	7.93	8.83	9.67	9.32	10.1	11.17	11.38	11.53	12.55	11.86	13.03	13.24	13.82	14.02
Chestnut Street	5.37	7.05	7.8	8.64	9.03	10.3	11.58	11.56	11.05	11.28	11.8	12.25	13.23	13.07	13.64	13.94	14.3	14.5
Dayton Street			6.75		8.69		9.47		9.31									
Eighteenth Avenue	5.05	6.63	7.76	7.89	8.44	8.54	9.84	10.55	10.98	11.21	12.1	12.06	12.66	13.09	13.37	13.81	14.48	14.44
Elizabeth Avenue	5.37	6.66	7.2	7.68	8.45	8.84	9.64											
Elliott Street	5.26	6.52	7.22	7.74	8.47	9.22	9.89	10.81	10.81	11.49	11.53	12.32	12.62	12.34	13.44	13.53	13.78	14.36
Fifteenth Avenue	5.07	6.28	6.9	7.6	7.97	8.6	9.33	9.63	10.39	11.11	11.55	12.06	12.57	13.18	13.27	13.61	14.	14.26
Fourteenth Avenue	5.07	6.28	6.91	7.99	8.15	8.98	9.5	9.81	10.56	11.13	11.4	12.04	12.48	12.54	12.9	13.7	13.86	13.99
Franklin	5.29	6.56	7.22	8.1	8.52	9.28	9.8	10.28	11.13	11.28	11.83	12.46	12.56	13.22	13.17	13.94	14.14	14.57
Garfield	5.18	6.55	7.31	7.72	8.38	8.77	9.41	10.44	11.09	10.78	11.63	12.09	12.1	12.93	13.19	13.82	14.3	14.58
Hawkins Street	5.1	6.6	6.86	8.06	8.27	8.89	9.65	10.45	10.65	11.83	12.06	12.58	12.63					
Hawthorne Avenue	4.96	5.83	6.85	7.26	7.76	8.54	9.03	9.44	9.91	10.83	10.99	11.33	11.93	12.44	12.92	13.06	13.73	13.91
Lawrence Street	5.06	6.72	7.08	8.61	8.84	10.25	9.98	10.93	11.13									
Lincoln	5.11	6.33	6.98	7.39	8.11	9.14	9.13	9.99	9.88	10.51	11.12	11.88	12.14	12.19	13.36			
Madison	5.13	6.2	6.68	7.28	8.2	8.55	8.96	9.77	9.36	11.01	10.99	11.55	12.3	12.96	12.57	13.06	13.68	14.01
Miller Street	5.03	6.64	6.97	8.15	7.87	8.74	10.1	10.07	10.84	11.07	11.31	12.54	12.61	12.38	13.17	13.66	13.94	14.33
Monmouth Street	5.11	6.61	7.39	7.84	8.52	8.95	9.8	9.84	10.23	11.32	11.39	11.8	12.13	12.7	13.1	13.06	13.83	14.02
Montgomery Street	5.21	6.72	7.46	8.28	8.78	9.38	9.51	10.02	10.69	11.35	11.73	12.13	12.56	12.78	13.1	13.51	13.42	13.86
Morton Street	5.37	6.75	7.	8.25	8.53	9.41	9.89	10.51	10.64	11.6	11.99	12.15	12.2	12.97	13.09	14.07	13.88	14.29
Oliver Street	5.13	6.6	7.42	8.05	8.51	9.06	9.81	10.51	10.77	11.72	11.98	12.68	12.51	13.11	13.55	13.81	14.28	14.46
Peshine Avenue	5.68	6.41	6.8	7.55	7.9	8.38	9.12	9.67	9.8	10.41	11.24	11.84	11.98	12.27	12.83	13.35	13.77	14.15
Ridge Street	5.11	6.54	6.69	7.3	7.95	8.62	9.16	9.11	9.71	10.55	10.93	11.53	12.51	12.03	12.63	13.8	13.7	13.95
Robert Treat	5.18	6.43	7.23	7.85	8.9	9.1	9.73	9.86	10.77	11.09	11.35	12.14	12.14	12.88	13.03	13.36	14.04	14.38
Roseville Avenue	4.99	6.72	7.22	7.62	8.35	9.07	9.7	10.29	10.79	10.95	11.39							
South Street	5.53	6.96	8.2	8.43	9.12	9.7	10.35	10.69	10.91	11.82	12.13	12.24	13.05					
South Eighth Street	5.29	6.35	7.01	7.79	8.58	9.16	9.43	9.87	10.26	11.29	11.57	11.68	12.56	13.02	13.11	13.6	14.1	14.16
South Market Street	5.29	6.71	6.82	8.46	8.18	9.48	9.49	10.07	10.93	11.42	11.88	12.43	13.01	13.	13.55	13.54	13.73	14.09
South Seventeenth Street	5.25	6.33	7.01	7.37	8.12	8.09	9.26	9.68	10.05	10.81	11.35	12.14	12.25	12.86	12.92	13.59	14.32	14.61
South Tenth Street	5.26	6.38	6.94	7.69	8.2	8.72	9.61	10.25	10.63	10.87	11.38	12.4	12.41	12.59	13.22	13.48	13.84	14.14

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PUBLIC SCHOOLS OF NEWARK

Speedway Avenue	5.16	6.42	7.12	7.5	8.23	8.92	8.95	10.14	10.29										
Summer Avenue	5.28	6.83	7.24	7.98	8.61	8.95	10.01	10.34	10.79	11.52	11.89	12.42	12.7	13.06	13.39	13.94	14.14	14.47	
Summer Place	5.07	6.44	6.97	7.45	8.23	8.96	9.4	9.95	10.27	10.85	11.35	12.33							
Sussex Avenue	5.21	6.51	7.37	8.	8.09	8.95	9.64	10.19	11.06	11.44	11.87	11.93	12.84	13.22	13.68	13.87	14.1	14.26	
Warren Street	5.02	6.46	7.41	8.14	8.46	9.66	9.48	10.18	11.47	11.08	11.72								
Washington Street	5.38	6.59	7.41	8.75	8.83	9.26	10.44	11.12	11.48	11.51	11.88	12.94	13.01	13.51	13.07	13.3	14.55	14.84	
Waverly Avenue	5.17	6.61	7.39	7.73	8.05	8.86	9.36	9.44	10.55	10.39	11.55	11.72	11.97						
Av'ge Traditional Schools	5.2	6.53	7.2	7.88	8.38	9.03	9.58	10.08	10.54	11.21	11.57	12.09	12.44	12.79	13.14	13.58	13.95	14.23	
Abington Avenue	5.21	* 6.59	7.82		9.04			10.29		11.03		12.24		13.21		13.66		13.73	
		7.17	7.42	8.29	8.5	9.3	9.83	10.46	10.83	11.84	11.9	12.35	12.85	13.3	13.25	13.17	14.16	14.38	
		6.46		8.07		9.3		10.27		11.5		11.8		12.33		13.36		13.88	
Belmont Avenue	5.29	6.75	7.02	8.23	8.24	9.32	9.98	10.22	10.79	11.73	11.81	11.89	12.55	12.51	13.24	13.49	13.28	13.71	
		6.64		7.61		8.76		9.42		11.06		11.62		12.54		13.22		14.17	
Cleveland	5.27	6.65	7.52	8.32	8.37	8.96	9.38	10.13	10.31	10.95	11.31	11.79	12.33	12.93	12.95	13.54	13.87	14.06	
		6.34		7.47		8.79		9.68		10.65		11.62		12.38		13.15		14.14	
Lafayette Street	5.03	6.73	6.93	7.67	8.73	9.13	9.02	10.45	10.99	10.6	11.5	11.98	12.31	12.91	13.11	13.51	13.86	14.02	
		6.87		8.08		9.38		10.25		11.13		11.81		12.7		13.08		14.44	
McKinley	5.24	7.37	7.81	8.58	8.93	9.62	9.77	10.54	10.66	11.39	11.55	11.83	12.2	13.	13.09	14.26	13.73	13.96	
		6.70		7.79		8.89		9.41		10.7		11.89		12.59		13.26		13.95	
Newton Street	5.11	7.04	7.51	8.02	8.48	9.08	9.22	10.	10.5	11.35	12.22	11.99	12.73	12.84	12.71	13.31	14.71	14.05	
		6.49		7.13		8.45													
Walnut Street	4.99	7.07	7.4	7.39	7.97	9.2													
		5.71		7.85		9.19		9.6		11.03		12.19		13.23		13.94		13.98	
Webster Street	5.34	7.07	7.25	8.37	8.48	9.71	10.15	10.97	11.	11.51	11.84	12.24	13.26	13.23	13.31	13.54	13.13	12.71	
		6.37		7.88		8.56		9.68		10.94		11.74		12.72		12.79		13.8	
Wilson Avenue	5.2	6.9	7.16	8.08	8.37	9.	9.12	10.15	10.69	11.52	11.84	11.8	12.49	13.22	12.98	13.48	14.07	14.2	
		6.6		7.9		9.01		9.88		10.98		11.83		12.66		13.22			
*Av'ge All Year Schools.....	5.17	6.99	7.34	8.18	8.51	9.27	9.54	10.33	10.7	11.35	11.71	11.95	12.5	12.95	13.07	13.54	13.86	14.	
	9C	9B	9A	10C	10B	10A	11C	11B	11A	12C	12B	12A	At Grad.						
Barringer High		14.23	14.79		15.23	15.73		16.28	16.76		17.08	17.44	17.87						
Central High (all-year).....	14.21	14.95	14.88	15.3	15.14	15.66	15.84	15.89	16.26	16.34	16.72	17.22	17.81—17.5						
East Side High		14.23	14.8		15.09	15.56		15.96	16.61		17.14	17.54	17.62						
South Side High		14.12	14.33		15.	15.32		15.85	16.42		17.09	17.29	17.58						
Cleveland Jr. High (all-yr.)	13.91	13.95	14.15																
Madison Jr. High		14.27	14.33																
Robert Treat Jr. High		14.31	14.68																
Av'ge Traditional H. S.		14.22	14.65		15.16	15.54		16.01	16.57		17.12	17.41	17.71						
Av'ge All Year H. S.	14.11	14.39	14.59	15.3	15.14	15.66	15.84	15.89	16.26	16.34	16.72	17.22	17.81—17.5						

* In the all-year schools the "C" grades are on the upper line under "B", the beginning of the grade.



the middle ground. In the twelfth A grade, there is a range of a little more than a quarter of a year. In this grade Central, the all-year high school, averages the youngest. In all of the high school grades the average for the city is less than the United States Standard normal age for these grades.

This age-grade showing is partly explained in the previous study of nationalities represented in our schools. It is partly due to the difference in the native intellectual ability of the pupils, and to the lack of perfect adaptation of methods and procedure in school work to the individual pupil's needs and capacities. Group teaching must be employed in schools because of the question of cost, but the progress made in late years toward the study of the individual, his ability and needs, while dealing with the group, has made the schools much more efficient and valuable to the individual and consequently to society.

It is to be hoped that these tables and graphs may be studied by each educator for the purpose of solving the many and difficult problems which the group presents, so that each school and each class may know well the difficulties and may work intelligently for their solution.